DOCUMENT RESUME

ED 185 966 IR 008 233

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TITLE The Study Centers and Tutorial Services of the British Open University: A Council on Library Resources Project Report.
SPONS AGENCY Council on Library Resources, Inc., Washington, D.C.
PUB DATE [77]
NOTE 46p.: Best copy available.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Adult Education: *Correspondence Study; *Delivery Systems; Developed Nations; *Educational Development; *Extension Education; Home Study; *Open Education; Outreach Programs; Program Proposals; *Rural Areas; Study Centers

ABSTRACT

Services offered by the British Open University are examined to determine the feasibility of establishing similar programs and study centers for an external degree program at Kauai Community College, Kauai, Hawaii. This report covers the history and origin, organization, courses of study, delivery systems, staff, and students at the Open University, focusing on the management, function, and effectiveness of the study centers. Information-gathering methods include interviews with administrators, staff, and students; observation of tutorials and counseling sessions; visits to typical study centers; observation of TV and radio programs broadcast by the school; and examination of their correspondence texts and kits. The Open University policy of bringing resources to learners is examined through its programs and teaching methods, which include extensive use of mass communication and correspondence learning. Study centers, established to provide contact between students and tutor-counselors, are evaluated in terms of usefulness to students and importance of the counselor. Certain elements of the Open University are then selected as appropriate for application to Kauai Community College, allowing for a smaller population and financial resources. Study centers are seen as providing radio and TV equipment for students to "attend" courses, as well as conducting tutorials and counseling sessions. (SW)

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THE STUDY CENTERS AND TUTORIAL SERVICES OF THE BRITISH OPEN UNIVERSITY:

A COUNCIL ON LIBRARY RESOURCES PROJECT REPORT

by

Katherine A. Peters

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The Study Centers and Tutorial Services of the British Open University: A Council on Library Resources Project Report

Kauai Community College, one of the seven community colleges of the University of Hawaii, is the only institution of higher education on the island of Kauai, situated 100 miles northwest of Honolulu.

Like its sister campuses, Kauai Community College is committed to offering post-secondary education to all who believe they can benefit from it, regardless of their educational background, interest, or need. The diverse nature of the college's enrollment which is a result of this commitment, has necessitated a variety of educational programs and instructional methods. This variety in itself has affected the philosophy and function of the library. To meet the needs of its diverse student enrollment and to facilitate teaching, the college committed itself to the development of a new Learning Resource Center. This facility, which opened in January, 1977, dramatically improved the library's ability to provide resources, equipment,

and services, not only to students and faculty, but to the entire island community.

Occupying the northwest corner of the new Learning Resource Center is a well-equipped television studio. With the production capability this studio affords, the College can offer course work via cable television to potential "external" students such as housewives, the elderly, people living in remote areas, and working people whose schedules and responsibilities conflict with the College's operating hours.

Offering course work by means of an external program requires a variety of methods of delivering information and providing "feed-back." For example, students taking courses off campus need access to learning materials and on occasion, to their instructors. One way to meet these off campus needs is to provide satellite collections and scheduled tutorial assistance in dispersed study centers.

To gain information on external programs and this type of library service, the author was granted sabbatical leave by the University of Hawaii and a fellowship by the Council on Library Resources. Grateful aknowledgement is made to the University and to the Council on Library Resources for making this study possible.

The purpose of the study was to examine in depth the study centers of the British Open University, a highly successful external degree university, in order to determine whether similar study centers might be established on Kauai as a viable component of an external degree program for Kauai Community College.

The objectives of the study were to learn generally about the Open University: its beginnings, its organization and component structure, its courses of study, delivery systems, staff, and students. A second objective was to learn more particularly about the study centers: their management, function, and usefulness.

The study itself was conducted with the cooperation of the Open University and the considerable assistance of the Information Officer at Open University Headquarters in Milton Keynes. The methods of conducting the study included visits and interviews with key personnel at O.U. headquarters, the British Broadcasting Company (BBC), and Regional Headquarters, visits to typical study centers within a region, observation of tutorials and counseling sessions, and interviews with tutors, tutor-counselors, and students.

Other activities included watching O.U. television broadcasts and listening to O.U. radio broadcasts, e.g., discussions, student forums, and lectures. Additional time was spent examining the correspondence texts and home experiment kits.

These methods proved worthwhile. For example, to have attempted an examination of the study centers without first understanding the overall organization and structure of the Open University would have resulted in an inaccurate evaluation of the importance of the study centers in a largely impersonal institution. The report that follows is organized around the methods used to conduct the study and concludes with a section on the implications of the study for Kauai.

The Open University is generally agreed to be the brain child of Harold Wilson, who in 1963 as leader of the Opposition in Britain's Parliament, proposed the idea of a "University of the Air" as a vehicle for providing mass media education. At that time, Wilson had been made aware of the small number of British students who went on to any form of higher education. This number (about 5%) was the lowest in Europe and compared unfavorably with the United States, Japan, and

and the Soviet Union. The idea of using mass media to educate adults was not a new idea, but the timing of Wilson's announcement was felicitous because the BBC and the Department of Education and Science were already considering a similar idea. In 1964, as Prime Minister, Wilson asked Jennie Lee, who was Under Secretary of State for Education and Science, to take charge of the University of the Air project. Calling on well-qualified people to assist her, she was able in 1966 to recommend that a new university for adults be established that would combine the use of radio and television with correspondence texts, tutorials, practical work, and discussion groups. The main objective was to offer a "second chance" to those who had been deprived of higher education. By 1969, all of Jennie Lee's recommendations had been adopted by Britain's Labour Government; a Royal Charter was granted and in 1971, 24,000 students began studying in the new University.[1]

What is the Open University? It is, first of all, a mass education system which adheres to liberal admission policies and which uses more than one mass medium to communicate with learners. It is unique in that it brings resources to learners, rather than

expecting learners to come to the resources. Significantly, this system also increases the numbers it serves without proportionately increasing its costs.[2] In 1973 the ratio of students to teachers was 180 to one as compared to eight to one in conventional universities.[3] The major significance of the O.U. lies, however, not in its cost effectiveness but in its philosophy of openness. The Open University is open because it offers university level education to everyone, regardless of age, status, or academic qualifications. It is open to places and, therefore, available to everyone because it has no campus. It is open to ideas because it offers a wide-ranging, evolving curricula. And it is open to methods because it employs nearly every means of communication available.[4]

The O.U. offers three programs of study to those who apply. These are the undergraduate, postgraduate, and post experience (or nondegree) programs. A rather broad range of courses is offered in six faculties: Arts, Social Sciences, Mathematics, Science, Technology, and Educational Studies. All students start with foundation level courses, which are broadly based, introductory, and interdisciplinary.[5]

Computer-Marked Assignments and Tutor-Marked Assignments make up the continuous process of student assessment. The former are objective examinations; the latter are essays. To mitigate the possibility of students receiving outside help, the University requires a three-hour examination at the end of the year's course. These examinations are given by outside examiners at designated study centers in the regions.

Teaching methods include the use of correspondence texts and other printed materials, radio and television broadcasts, home experiment kits (in science and technology), field trips, bi-weekly or monthly tutorials at study centers, and a one-week summer school.

To overcome the problems of teaching science and technology at a distance, students are sent packaged home experiment kits. These are designed to be used in very minimal space (like a tiny apartment kitchen) and are a marvel of planning and packaging. For example, a kit used in a geology course contains trays of rock samples, micro slides of rock sections, a battery operated compact microscope, and numerous other small items packed into a box no larger than a portable typewriter case.

Both television and radio broadcasts are a part of each course. These broadcasts are produced in partnership with the British Broadcasting Corporation and are transmitted nationally on BBC Channel 2 and VHF Radio 3 and 4. Thirty hours of transmission a week of both TV and radio are in early prime time, usually in the early evenings on Monday through Friday, on Saturday and Sunday mornings, and early weekday mornings. Each foundation level course has a weekly TV and radio program. To help students gain optimum value from the programs, they are sent broadcast notes that link these programs with the correspondence texts. Generally, about 85% of the students view the television broadcasts and about 75% listen to the radio programs. In Science and Technology, where practical work and experiments are demonstrated, the broadcasts have the highest percentage of viewers.[6] In other disciplines, such as the arts, plays and other dramatic productions are required viewing; in Mathematics animation techniques and 3-D models are used to explain abstract principles in a way that the print medium is unable to do.[7]

The unique educational partnership that exists between the BBC and the O.U. is one of the reasons for the overall excellence of the broadcast product. In this partnership, the O.U. prescribes the academic objectives and general character of the broadcasts as they relate to the other parts of the course; the BBC provides the production skills. Over 300 people work in the BBC/OU. When necessary, they can call on BBC central for film crews, course material, and expertise.[8] Except for programs filmed on location, all BBC/OU programs are produced at the Alexandra Palace Studios, where the world's first public television programs were produced and transmitted. A radio studio is also housed in the Palace.

The standard for the BBC/OU broadcast is the same as for a general BBC broadcast. One-fifth of the total O.U. budget is spent by the BBC in its contract with the O.U. and is indicative of the commitment of the O.U. to high quality broadcasting.[9]

The course teams, which prepare the O.U. courses from educational objectives to final product, are made up of academic and support staff. These people combine their expertise to produce the multi-media package

which forms the basis of the student's work. Teams vary in size from thirty or more members to three or four members, depending on the number of interested academics, media personnel, graphic designers, and research librarians. A team may include BBC TV and radio producers, staff members from the O.U. Institute of Educational Technology, who advise on course structure, and a staff tutor who is responsible for the course requirements in the regions. In addition, an editor and a graphic designer assist with the production of written material. Most course teams divide into smaller working groups to write particular units. A typical course takes three years to develop. During this time drafts are revised, illustrations are chosen, and art work is prepared by graphic designers.[10] Eventually the course team chairman puts the final stamp of approval on the course and it becomes a part of the O.U.'s offerings.

Most academics find that the stimulation of working on a team with first rate people is one of the benefits of working for the O.U. Peer criticism is lively and accepted as healthy for the end product.

In 1976 the O.U. employed about 2,000 full-time staff. About two-thirds of this number work at the University's headquarters at Milton Keynes, fifty miles north of London. O.U. headquarters is not a campus: there are no students, classrooms, laboratories, or dormatories. Instead, there are buildings that house the offices of administrators, service personnel, and the faculty. There is a library for the Walton Hall academics, a design studio, a publishing plant, and a mailing department for correspondence materials. A separate facility houses the O.U.'s computers, which are crucial to its operations, particularly in registration and assessment. About 240 faculty, 265 administrators, thirty graphic designers, and others work in these buildings.[11]

The regional staff of the O.U. is dispersed in thirteen regional offices throughout the United Kingdom in order to bring a range of local support services to students.[12] Each regional office is staffed by a Regional Director, staff tutors, senior counselors, and clerical personnel. The Regional offices are responsible for the 300 study centers, where students come into contact with their part-time tutors and tutor-counselors.

About 4,500 part-time tutors and about 1,300 part-time counselors are employed in the regions. A large amount of the staff tutors' time and the senior counselors' time in the regions is spent recruiting and supervising these part-time tutors and counselors.[13]

The ages of students range from twenty-one to over seventy but there has been a trend to younger applicants in the last couple of years.[14] Most O.U. students fall into the thirty to forty year old age group. Paradoxically, this is the group that feels the greatest pressure from work and family responsibilities.[15] There are three times as many male students as female students. Nevertheless, the O.U. has a higher percentage of female students than conventional universities. Teachers make up about 24% of the enrollment, clerical and shop personnel about 17%, and housewives about 14%. Trades people, persons in the professions, and others represent lesser percents. About 20% of the students in the O.U. left school before the age of eighteen and about 9% had no formal education at all. Of students graduating in 1974, one in five or 21% would not have been eligible for entry to higher education institutions using conventional entrance criteria.[16] This last is perhaps

the most significant statistic of all and one to which proponents of the O.U. can point as justification for its existence.

Some 85% of the O.U. graduates (about 15,000 by 1976) had working class parents. About 15% of the 1976 enrollment categorized themselves as working class.[17] By and large, the students encountered and interviewed in this study were from the working class.

A visitor to Walton Hall, the headquarters of the Open University in Milton Keynes, is usually given a briefing by the Information Officer and his staff. The briefing provides useful background information and, at the same time, imparts a sense of mission, enthusiasm, and idealism that is quite typical among O.U. staff throughout the United Kingdom. If required, the Information Officer also arranges conferences and interviews with personnel and visits and tours at O.U. headquarters and in the regions.

Among the headquarters staff interviewed for this study were the Director of Tutorial Services and the University Librarian. The Tutorial Services director described the activities of the regional offices and the study centers. He emphasized that the purpose of

the regions is to give the best possible local service. The details of these services follow later in this report.

The University Librarian described his library as a reference collection for the faculty. He stressed that he does not act as Librarian for the regional study centers and in fact stated that these study centers have very little in the way of resources, except for tutorial packages for the courses and audio tapes of the O.U. radio broadcasts. The Librarian does encourage good relations between the O.U. and public and institutional libraries in order that the O.U. student can expect to use them, but he pointed out that first year students rarely need to use (or have time to use) libraries. They have an enormous amount of packaged reading to do. In his opinion, the second, third, and fourth year students do use libraries, but only lightly. The O.U. library, he stressed, exists solely to serve the faculty and the headquarters staff.

Along with the reference collection, the library houses course packages, BBC-OU scripts, and master tapes of BBC-OU audio and video programs. An interesting feature of library's operation is its use of liaison

librarians to strengthen links with the faculties so that they can provide in-depth service. One aspect of this in-depth service is that about one-fourth of the staff's time is spent in picture research for the faculties, including arranging copyright release for use of these pictures in the course texts.

In the Prospectus for the Open University, the O.U. is described as not having any library facilities, other than those provided for the headquarters staff. Instead, students are expected to depend on local borrowing from public and reference libraries which receive advance copies of various reading materials from the O.U. Visits to several such libraries revealed that the degree of their cooperation with the O.U. and their usefulness to O.U. students varied. Some libraries, for example, provided a token number of O U. materials while in others a room or alcove had been set aside to accommodate a large array of O.U. materials. In some libraries O.U. students were permitted use of materials on the premises but were not permitted to take them out.

Quite significant was the opinion held by the university librarian and others on the headquarters

staff that the study center was not the key element in the O.U. as far as resources are concerned. These people pointed out that the bulk of a student's work is done at home through correspondence, some (perhaps one-half hour daily) television viewing and the same amount of time spent listening to the radio. In their view, students go the study center for contact with persons rather than with materials.

Later, interviews with students in the regions substantiated this view. Without exception, these students expressed positive feelings about the importance of the study center as the place for their only human contact with the university. Its importance compared to other elements in the O.U., however, does seem to depend on individual need.

Other tours at Walton Hall Headquarters included an examination of the Media Development department, the Photography section, the Printing office, and the Home Experiments Kits department. One could conclude, after completing several days of headquarters orientation, that the Open University resembles a vast, well-organized, immensely efficient, but rather impersonal industry. To see the effect of this corporate efficiency on

the individual one needs to travel to the regions to contact students, counselors, and tutors.

Although the thirteen regions differ in size, they are very nearly alike in their organization and function. Bristol, which is the headquarters for the South West region, is a typical example. Approximately 4,000 students in the region are served by seventeen study centers, 355 part-time tutors and counselors, and forty-four regional staff. The overall administrative head of the region is the Regional Director. He is responsible for the setting up of study centers in the main centers of population. (A rough guide is that a study center should have eighty or more students within accessible distance.)[19] The Senior Counselor oversees all the counseling activities within the region and is responsible for developing local support services for students, including negotiating for and renting study center space in local institutions. The staff tutor, who is also a member of the faculty and the course team at Walton Hall, hires and supervises the work of the part-time tutors and tutor-counselors, organizes their schedules, and finds space in study centers for tutorials and other activities. A sufficiently large

clerical staff maintains complete files of student records, which tutors and tutor-counselors use to help students with individual problems.[20]

During an undergraduate student's first year, he is assigned a tutor-counselor, who acts as a general academic guide. In his counseling functions, the tutor-counselor is responsible for the over-all academic progress of his group of students, helping them make effective use of the O.U.'s multi-media teaching system. He does this through group and individual meetings at the study center and also by telephone and letter. In his teaching role, the tutor-counselor conducts tutorials at the study center every two or three weeks. He also comments on and grades assignments sent to him by his students at regular intervals during the year. Unlike the week-long summer school, the tutorials are not compulsory.[21]

In some regions with a small, widespread student population, telephone tutorials are used for individual and group conferences. In addition, students in the same course, living near each other, are encouraged to form "self-help" groups.[22]

In the second year, the student is assigned a course tutor who performs the same teaching role of the tutor-counselor of his first year course except that tutorials are held less frequently. The student continues to see his original tutor-counselor, who now performs only the counseling function for the remainder of his stay in the O.U.[23]

"The point of contact between the University's tutorial and counseling services and the individual student is the Study Center," Perry has written.[24] It is this opportunity for human contact that gives the study center its unique role in an otherwise detached and impersonal educational institution. For example, some students find comfort in discussing their difficulties with other students. In small group discussions, they even manage to overcome some of these difficulties. For them, the study center is extremely important. Other students find help in contacts with their tutor-counselors. In need of remediation or advice on how to study or how to analyze a problem, they usually find the tutor-counselor able and willing to assist them. Without this kind of one-to-one contact, often with needed materials at hand, some

students might become discouraged and give up. To have access to the tutor-counselor at such moments has been crucial to these students.

The chance to participate with other students in the activities of the study center is another attraction. Discussion or just "plain talking" is absolutely important one student claimed.[25]

Should students lack access to the O.U.'s television and radio broadcasts or should they be unable to get full notes from a broadcast because of interruptions at home, they can go to the study center for listening and viewing and for exchanging ideas on the broadcasts. For reasons like these, the study center is more like a resource center where many of the most important resources are human.[26] Indeed, Tunstall has stated that it is in the study center that the student can find something of a substitute for college life, a kind of academic community, although it is as much part-time as the student.[27]

The typical study center caters to about eighty to 100 students, but there is a tremendous variation in size, ranging from very small (space for about forty students) to the very large (between 300 and 400 students).

The usual hours of opening are from 6:30 to 9:00 p.m. on Mondays to Thursdays, but several study centers, especially those with computer terminals, are also open on Friday evenings and Saturday mornings.[28]

As might be expected some study centers are well attended and others are not. Attendance sometimes depends on the level of cooperation of the host institutions and their willingness to make O.U. students feel welcome by offering fringe facilities, such as the use of canteens and libraries.[29] Other factors that undoubtedly affect attendance are the initiative and enthusiasm of tutors and counselors, the degree of physical isolation of the students, and the students' own emotional and intellectual need to have contact with their tutors, counselors, and fellow students.

The use of study centers varies, moreover, with the time of the year. Attendance generally is higher during the early weeks of a course when there seems to be more need to see counselors, collect work, and to become familiar with the system. Thereafter, the proportion attending each week drops but increases again in the fall as exam time approaches.[30]

In his report on the study center, Perry wrote that the use of study centers by students is a matter of great interest to the administration because their maintenance is costly. How large a commitment the O.U. should make to provide face-to-face tutorial support for students within the distance teaching system is a matter of concern when financial resources are limited. Because Perry has always regarded the study center as the primary focus of the University so far as the student is concerned, he has apparently decided to maintain it despite its cost.[31]

Students interviewed in the regions were decidedly in favor of the study center. However, since the interviews took place in the study centers, this opinion does not reflect the attitude of students not in attendance. Foundation level students, who tend to use the study center more than others, stated that they needed face-to-face contact with their tutor-counselors and that they enjoyed meeting with other students, and exchanging ideas during the tutorials. They pointed out that the study center was their only link to other students, thereby easing their feelings of isolation. It was interesting to hear that, in one senior counselor's

opinion, most O.U. students are well motivated and rather strong physically and emotionally. When the bulk of the requirements for a course can be met independently through correspondence and the rest by radio and television, why does a student go to a study center when he knows he can pass the course without going? The answer must lie in the student's need to build relationships, a need that becomes very important in a distance teaching system.

One part-time arts tutor felt that large expenditures for television and radio were unwarranted in terms of their educational value. On the other hand, he saw the study centers as vital to students, providing needed support and human contact. In London, the Assistant Regional Director conceded that if he had to set priorities he would cut out television broadcasts before he would eliminate study centers. These opinions seem to bear out the Vice Chancellor's remarks on the vital nature of the study center.

The Study centers visted in five regions of the O.U. (London, South West, South, East Anglia, and Scotland) were in most instances bleak and even uncomfortable, being rented space (usually classrooms)

in local colleges, polytechnics, and primary schools. All of the study centers visited provided students with guidebooks which listed details of services and facilities available to them at the study centers, including a timetable of dates when the tutor-counselors would be at the Study Center, and information about regionally based services, such as the location of computer terminals. Helpful maps giving specific directions to the study centers in the region, a directory of the staff, and information on the location and use of audiovisual materials and equipment were also included. It was obvious that care was being taken to prevent confusion, frustration, and disappointment by providing this kind of information.

Additional effort in this direction is evident in the appointment of a Liaison Officer for the study center. This person, who is recruited by the Regional Office, makes sure that the rooms are unlocked, that course units are in the cupboard, and that the TV set is working. Perhaps the Liaison Officer's most important function is to answer calls regarding the O.U. as they come into the host institution. The switchboard operator at the college, polytechnic, or primary school,

is given the Liaison Officer's name and plugs him in to student enquiries about the room a course is being taught in or calls from the Senior counselor requesting that arrangements be made for film viewing. If no one were available to answer these questions and requests it would be doubly irritating--to the questioning O.U. student and to the host institution. As the Senior Counselor in the Bristol region put it, the O.U. is a beneficial parasite, anxious that it not be an irritant and hoping to keep the good will of the host institution.

One of the strongest criticisms aimed at the O.U. is its tremendous uniformity, as exemplified by the standardization of texts and in some cases, teaching. However, the study center, more than any other element in the O.U., helps to diffuse this criticism. The tutorials and counseling sessions observed in the study centers were as varied, energetic, and wide-ranging as the individuals participating in them. The ability of some tutor-counselors to stimulate interaction and elicit strongly felt responses was impressive. Occasionally, one could detect an effort on the part of the tutor-counselors to bring the discussion back to the point but one did not see, as Michael Irwin has

somewhat facetiously written, "a sergeant-instructor leading his platoon around a carefully designed obstacle course at a carefully regulated speed."[32] What is important is that the study center be allowed to continue to offer a way of overcoming the pitfall of a sterile uniformity.

The role of the counselor in the study centers was analyzed in an interview with the Senior Counselor of the East Anglia region. He felt that the chief task of the counselor in the O.U. is to help the student make worthwhile decisions, adding that a counselor should be able to identify which students need extra help and which do not, appraisal being one of a counselor's necessary skills. The counselor, he emphasized, should be able to listen and, in particular, be able to get along with adults. Above all, the Senior Counselor said he should know about learning. To separate counseling from learning he felt was a retrograde process. It was his opinion that the O.U. does not need to give psychiatric counseling, but he acknowledged that there is no diagnostic testing and no screening of applicants. However, admissions advice is given to some applicants who often ignore it, enroll

and fail. He mentioned preparatory courses (referred to earlier in this report) as a means of helping new students succeed.

In the South region headquarters at Oxford the Senior Counselor has developed a Telephone Answering Service for students: a type of "hot line" which provides a directory of subject specialists whom the students can call if needed. He has also initiated a video request service which gives a student the chance to request the viewing of any video cassette on hand at Walton Hall, In response to questions about counseling at the study centers, the Senior Counselor pointed out that the O.U. student is a mature adult and that the O.U. experience takes in only 10% of his life in a day, as contrasted with a young adolescent in a conventional university, whose whole life is the university. The problems that the O.U. students might have, such as family or financial problems, other institutions and agencies are better able to handle. The O.U., he felt, should not duplicate those services. Like the Senior Counselor in Cambridge, he stressed that the tutor-counselor is not trained to do hard-core counseling but is well-trained to do academic advising.

In London and in other regions, certain Study Centers conduct a six weeks preparatory workshop for new O.U. enrollees. This workshop is essentially a study skills course and encompasses such units as learning from group discussion, precision in language, organizing materials, etc. It is an excellent and much needed transition to the rigors of O.U. work.

The students are, of course, the most important element in the Open University. Their motivation, enthusiasm, and dedication despite the burden of full-time jobs and home and family responsibilities have made Harold Wilson's experiment in mass media education a remarkable success. Proof of their ability and tenacity is that after the first teaching year Perry was able to report that no less than 75% of all registered students had obtained credits in their courses.[33]

A degree of independence is fostered and nourished among O.U. students by the O.U.'s distance teaching method. For example, it is more difficult for home study students, distanced from their teachers, to have ideas and thought patterns imposed on them. Because they remain close to their local life patterns, they

are more apt to retain their individuality.[34] One of the most immediate impressions one gets on observing a lecture-discussion session at a study center is the strong sense of self among the students. No two students seem alike, not in dress, accent, attitude, or opinion. Mostly middle-aged, they are taxi drivers, civil servants, office workers, housewives, and farmers. The contrast with more homogeneous groups seen in conventional universities is startling.

Being an Ó.U. student, despite its part-time nature, is not a "part-time thing." It requires maturity, hard work and regulated self-discipline. A visitor and outsider can view with respect and admiration the commitment the Open University student makes to higher education and can only guess at the social revolution in the making in the wake of this commitment.

The implications of this study's findings for the island of Kauai are many.

To begin with, a full-scale external degree program patterned after the Open University would be unrealistic.

The reasons are many. Kauai is a small island with a population of 33,000. The adult population numbers around 17,000. Of that number approximately 1,200

presently are enrolled in Kauai Community College. A realistic estimate of potential external students from the adult population would be around 300. To support an operation involving elaborate and prolonged course preparation, sophisticated television production, and professional publishing and marketing for such a small group would not be cost effective. One of the advantages of a mass education system, as pointed out in this report, is that the more students one finds enrolled in the system, the cheaper it is to educate them. The cost, for example, of producing a television program is the same whether 300 or 3,000 students view it. Therefore, until potential student numbers increase significantly or until Hawaii supports a state-wide open program with centrally developed curricula and materials, a large scale program is not feasible.

What can be done on Kauai, however, is to increase educational opportunities for those who might for any reason benefit from an external program.

The College already has an open admissions policy. On a small scale, it can begin to introduce other aspects of openness, such as openness to places, ideas,

and methods to suit the community it serves.

For example, the College can, like the Open University, bring its resources to learners. It can deliver a course to the learner in his own home via cable television or on playback equipment in a study center near his home. The college can also provide a variety of learning resources in the study center.

In the absence of correspondence texts, custom-made to match course objectives, the faculty can provide detailed guides to relevant published materials. These guides can include notes and encouraging messages to the student so that personal contact and rapport can be maintained.

Television production and programming on the scale of the Open University will be impossible and unsuitable for Kauai. Instead, the College can train its own faculty in the proper use of the medium. Workshops in production and programming techniques and the preparation of study guides for television and radio programs can prepare the faculty for its participation in an external program. In addition, the college can introduce a course in television production for interested students. These students could provide a

team of technical assistants in the television studio. A course in graphic design could also provide "in house" help from students during the production of a televisi n program.

Broadcast time on one of Kauai's radio stations can be requested for special lectures, group discussions, interviews, and book talks to bring external students in contact with ideas relevant to their courses. A much less costly medium than television, radio can be used effectively where the visual medium is not needed.

The College can encourage use of the telephone as a means of bringing student and teacher together. Scheduled "call-in" times can be arranged immediately following a television or radio broadcast. In addition, instructors can set aside an evening a week as "conference" time for external students who need to call for help or advice.

The College can set up study centers in cooperation with the State Library system in branch libraries or with the Department of Education in school libraries. Each study center can have a television play-back machine, audio-visual play-back equipment, collections of course texts, a shelf of collateral reading, and cassette

recordings. An area can also be set aside where students can meet and form self-help groups.

Instructors can visit study centers on a regular basis to offer tutorial and counseling help and to administer final examinations.

The College can request the services of a liaison person in the host building. This person can perform many of the services of the Liaison Officer in the study centers of the Open University.

The College can provide a Study Center Guidebook with maps showing the location of each study center, areas to be used, schedule of hours, tutorial schedules, names and telephone numbers of instructors, their (telephone) conference hours, and other useful information.

The Home Experiment Kits, which figure so largely in the science courses of the Open University, will probably be impractical for the college to produce. Perhaps in the future, under a central Open system, small, uncomplicated, easy-to-prepare experiment kits can be assembled for home use.

Released time from regular professional duties must be provided for a team of faculty members, librarian,

and media specialist to plan, design, write, and produce every component of a course. These components will include study guides for published texts, collateral reading materials, television, radio and other media, tutorials, assignments, and assessment.

In a state-wide Open program, on the other hand, expenditures would be in keeping with centrally produced curricula, learning packages, and television programs. Enrollments could be managed at the local campuses with each campus making its own course modifications to suit student needs. Part-time tutors could be assigned from the local campuses where the college could establish schedules for tutorials at study centers.

Whatever the system, reaching out to potential students by way of an external program is an attractive and viable alternative in higher education on Kauai.

Footnotes

1. An Introduction to the Open University (Milton Keynes: The Open University, 1975), p.6.

2. Leslie Wagner, "The Economic Implications," in The Open University Opens, ed. Jeremy Tunstall (Amherst: University of Massachusetts Press, 1974), p.24.

3. Jeremy Tunstall, "Introduction" in The Open University Opens, p.IX.

4. John Ferguson, The Open University from Within (New York: New York University Press, 1976), pp.19-20.

5. An Introduction, p.7.

6. Tony Bates, "Survey of Student Use of Broadcasting," Teaching at a Distance, No. 5(1976), 47.

7. Robert Rowland, "Some Thoughts on the Use of Broadcasting in the Open University," Teaching at a Distance, No. 2 (1975), 64.

8. "Broadcasting," Fact Sheet Supplement to An Introduction to the Open University, February, 1976.

9. "Broadcasting," Fact Sheet.

10. An Introduction, p.12.

11. An Introduction, p.13.

12. "Regional Services," Fact Sheet Supplement, May, 1976.

13. An Introduction, p.13.

14. An Introduction, p.15.

15. David Kennedy and Richard Powell, "Student Progress and Withdrawal in the Open University." Teaching at a Distance, No. 7 (1976), 66.

16. An Introduction, p.16.

17. John Ezard, "High Fees Threat to Poor Man's Degree," The Guardian, 18 Nov. 1976, p.7.

18. Prospectus (Milton Keynes: The Open University, 1971), p.64.

19. Ferguson, p.25.

20. "Regional Services," Fact Sheet, May, 1976.

21. "Regional Services," Fact Sheet, May, 1976.

22. "Regional Services," Fact Sheet, May, 1976.

23. "Regional Services," Fact Sheet, May, 1976.

24. Walter Perry, The Early Development of the Open University: Report of the Vice Chancellor (Milton Keynes: The Open University, 1972), p.65.

25. "Preparing for the A100," BBC/Open University Radio 4 Broadcast, Dec. 5, 1976.

26. Naomi McIntosh, "Institutional Research: Needs and Uses," Teaching at a Distance, No. 2 (1975), 43.

27. Tunstall, p.18.

28. Perry, p.65.

29. Walter Perry, The First Teaching Year of the Open University: Report of the Vice Chancellor (Milton Keynes: The Open University, 1973), pp.7-8.

30. Perry, The First Teaching Year, p.34.

31. Perry, The First Teaching Year, p. 8.

32. Michael Irwin, "An Academic Cuckoo in the Nest," New Statesman, 86, (12 Oct., 1973), p.510.

33. Perry, The First Teaching Year, p.3.

34. Bernard Harrison, "The Teaching-Learning Relationship in Correspondence Tuition," Teaching at a Distance, No. 1 (1974), 3.

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